INDIVIDUAL-DIRECTED OUTCOME-ORIENTED PLANNING FOR INDIVIDUALS

INDIVIDUAL-DIRECTED, OUTCOME-ORIENTED PLANNING FOR INDIVIDUALS (IDOOPI)

I. Statement of Purpose

Individual-directed, outcome-oriented planning training will enable staff to:

- Effectively listen to and understand what the individual wants, needs and desires

- Empower the individual in choosing a life of their own and to be a contributing member of their community

- Mow the individual to be in charge of their own life

II. Time Frame: 2 hours

III. Methodologies

A variety of methodologies may be used to teach this material, however, this topic lends itself to role playing and active discussions:

1. Role play

2. Active discussion

3. Group exercises with case studies

4. Discussions of personal accomplishments and how they were obtained

5. Small group exercise: use of local newspapers to discover what activities are available

6. Have staff develop their own community networks and compare them to what they perceive the supports provided to a person served by the agency look like.

IV. Outcomes/Competencies

A. Staff will show an understanding of the following terms as they apply to Individual Plans (IP's.)
1. What does individual directed mean?
2. What is an outcome?
3. What is the difference between an outcome and a goal?

B. Staff will identify consumer likes, dislikes, preferences and dreams.
1. Recognition of individuality: through interviewing persons and others close to them and through other informal interpersonal interactions. The staff will be able to identify the preferences, desires, strengths and general characteristics of the persons they are serving.
2. Recognition of limitations: with the foundation of knowledge about the person, the staff can then strengthen and encourage the person's input into his/her own life.
3. Once a person's preferences and strengths are identified, staff should identify the skills necessary for that person to pursue their outcomes.
4. Overcoming barriers to the IP Process: To be effective in "getting to know a person's and to help the person to pursue a life of their choosing, staff should be aware of the impact of:
   a. Communication barriers
   b. Personal values
   c. Societal (historical) barriers
   d. Agency responsibilities

C. Planning for a future;

    I. Define the agency's IP process

        a. The process
        b. The personnel involved (the team)
        c. The paperwork
        d. The meeting

    2. Identify what is most important for the individual right now

    3. Identify skills necessary to pursue the dream

    4. Identify health and safety issues

    5. Generate and implement the plan

        a. Setting goals
        b. Time lines
        c. Individuals responsible/support team or network
        d. Other supports/services
        e. "What ifs"

D. Staff will define and identify self-advocacy strategies: The training should address the following questions:

    1. What is self-advocacy?
    2. How do Developmental Disabilities affect self-image and self- advocacy?
    3. What barriers are there to self-advocacy for people with DD?
    4. What skills enhance self-advocacy?

        • Self awareness
        • Organization
        • Using resources
        • Assertiveness
        • Decision making and personal responsibility

    5. What teaching strategies are effective in teaching these skills?
    6. What behaviors tend to sabotage self-advocacy (opposite of #4)

E.   Staff will identify resources for developing networks of support and for nurturing friendships.

Overcoming the need to protect and other biases or "values" that hinder freedom, allowing for risk

2.   Building community connections

      a.   Developing a circle of support
      b.   Developing networks within one's immediate neighborhood
      c.   Developing tangible networks, hobbies, career, special interests
      d.   Developing intangible networks
      e.   Developing self-esteem, self-confidence, values

3.   Strategies for connecting, reconnecting and strengthening an individuals' connection with a community network

      a.   How are networks built?

- Through family ties
- Geographic location
- Common interests
- Common "problems"

      b.   Listen to the individual to discover current networks and to discover new connections

      c.   Bridge building to transition from one network to the next

- Staff utilizing connections
- Nurturing the new relationship
- Teaching skills necessary to enjoy the natural reinforcers of these networks
- Re-examine biases/prejudices that may inhibit hearing the individual's preferences
- Development of community-based supports.

F.   Staff will list strategies for managing risk, while honoring the individual's dignity of risk.

      1.   Staff should recognize the potential conflict between the individual's rights of self-determination and the agency's responsibilities of insuring safety, health and welfare

      2.   Utilizing the team and the community as resources for assistance and feedback

      3.   Using the plan as a guide

      4.   Employing effective teaching/counseling strategies (including data collection)

      5.   Constantly listening to the person for signs of success, satisfaction, frustration, hesitancy, etc. and sometimes adjusting the plan accordingly.

C.   Staff will be able to express the difference between the "old" method of planning.

      1.   "Old" method was program oriented and based on needs and acquiring skills to move on to the next level.

      2.   New method is individual driven. It is based on the individual's strengths and preferences, while still keeping health and safety in mind.

Resources for Individual-Directed, Outcome-Oriented Planning For Individuals Training

The ARC of Maryland, Inc. 1993, *Celebrating Lives: An Orientation to Person Directed Planning.* contact (410) 974-6139

Minnesota DD Council, *"Friends" Manual*, contact (651) 296-4018

John & Connie O'Brien. *Remembering the Soul of Our Work*

The Council, *Getting to Know A Person,* contact (410) 333-3686

Self Advocates Becoming Empowered, 1998 video

People on the Go, The ARC of Maryland, *Signs of Quality,* contact (410) 974-6139

Local Newspapers

Note: Stories (used with permission) of individuals the agency serves which illustrates outcomes of person centered planning are effective in training as well

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POST TEST

Name: _____ Date:

1.   List two barriers that may hinder a person's ability to pursue their *life's* dreams

2.   Define the following:

Self Advocacy:

Self-Determination:

Support Network:

3.   List three ways of identifying a person's preferences and desires.

4.   List characteristics from which to build community connections.

5.   List three ways you can assist a person to whom you give supports to generate their IP.

6.   Briefly describe (or chart) your agency's IP process.

Score/Comments:

_____
_____
Instructor:_____Date:_____